

Got Behaviors? We Can Help! Tips and Strategies for Dealing with Problem Behaviors

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Behavior Management



Vs.



Behavior Modification



Stop thinking about
"removing the child" as
the "REAL" answer to
the problem.



- If the inappropriate behavior is occurring... what has to change?
 - The teacher
 - The task
 - The setting

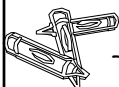
If what you are doing was going to eliminate the problem behavior... it would already have worked

Effective Environments



Structure, Order, Routines

- Use a visual schedule before and after every activity
- Review rules daily
- Break large tasks/activities into 3 steps
- Use timers
- Activities should be no more than
 - 20-30 minutes
- Provide advanced notice prior to changing activities
- Prepare for short planned transitions



Structure, Order, Routines

- Provide structured breaks
- Minimize down time
- Build sensory opportunities into the daily classroom schedule
- Decrease fine motor tasks
- Hands of materials
- Pair new activities with favorite items-*sandwich*
- Focus on strengths and weaknesses
- Data driven



And more....

- Visual supports- used daily & consistently
- Social- understand the rules, know what he/ suppose to do
- Communication- Receptive, Expressive (Stranger Test), given choices, directions are in simple language
- Cognitive level- is work too difficult, do they understand the task?
- Reinforcement- 4 positive to 1 negative

Ga State Project
<http://education.gsu.edu/autism/>

Form vs. Function

- Any challenging behavior that persists over time is "working" for the child.
- The student is being reinforced for the inappropriate behavior.
- The student has little to no incentive to change.
- The student needs to get what he's getting or he wouldn't be doing the inappropriate behavior in the first place.
- You can't "punish" the behavior out of existence, if you could have it would already have eliminated the problem behavior.
- Research show that for every year a behavior has been "working" 1 month of consistent intervention is needed to change the behavior.

STEP 1:

Before we can
 change a behavior,
 we **MUST** know why
 it is happening!!

I Don't Know, I Don't Know, I don't Know ?????

- What is the student telling me by misbehaving?
- What is the student getting by acting out?
- What is the student getting out of?
- What appropriate behavior will get the student what he / she needs or wants?

Influences on Behavior

Student/Adult
 Influences

SITUATIONAL
 Influences

BEHAVIOR

STUDENT INFLUENCES include

- Features of disability (e.g., social deficits, academic language delays,)
- Temperament/Personality (e.g., activity level, reactivity)

SITUATIONAL INFLUENCES include

- Location/setting (e.g., noise level, who is present)
- Behavioral Expectations (e.g., work vs. play)

FBA Process

- Prevents relying on memory and assures uniformity of staff reports
- Provides assessment information beyond frequency problems
- Identify-describe the behavior (action words)
- Indirect Methods
 - Interviews
 - Functional Assessment Interview Record for Teachers (FAIR-T)
 - Rating Scales
 - Motivation Assessment Scale (MAS)
 - Functional Analysis Screening Tool (FAST)

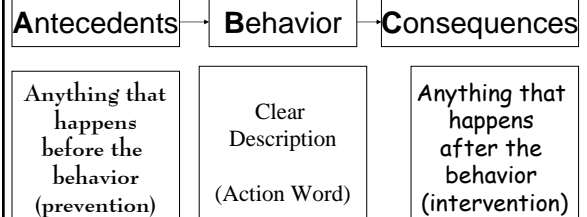
Data Collection

- Observe the behavior across a broad sample of environments
- Analyze- look for trends, similar stimuli that may evoke this behavior
 - A B C Chart
- Primary focus on identifying the function of the behavior
- Form a hypotheses
- Develop a plan- data will assist with applying problem-solving strategies
- Modify- challenge the hypotheses, alter the environment
- Determines if treatment is working



ONGOING BEHAVIOR

A-B-C MODEL of Behavior



Conducting ABC Observations

- **ABC observation**
 - Observe behavior directly
 - Look for patterns in collected data
 - Looks beyond frequency
 - Useful for developing a hypothesis

Antecedent	Behavior	Consequence
Task Demand delivered	Student punches teacher	Task removed, new activity started
Task Demand delivered	Student slams hand on desk	Child is put in time-out
Task Demand delivered	Student kicks a peer	Student sent to principal's office

Resources

- www.lessons4all.org
 - Handout
 - Forms for identifying functions
- Email List Serve
Karen_H_Barineau@fc.dekalb.k12.ga.us
- www.behaviordocor.org- Laura Riffel
 - FBA book
 - Positive Behavior Support book
 - Ideas and examples
 - FBA tool to help identify function

Functions of Behavior

Most behaviors occur for one or more of the following reasons



- (1) ESCAPE/AVOIDANCE
- (2) ATTENTION
- (3) TANGIBLE
- (4) SENSORY
- (5) CONTROL
- (6) COMMUNICATION

These are the main functions of behavior.

Functions of Behavior

- Problem behavior has a purpose often involved with a communicative intent.

*Mike and the swing
Ed and the "thinking chair"*

STEP 2:

Using the information gathered to develop a plan

A GOOD behavior plan is...

- **Individualized** (e.g. goals, reward type, size and frequency)
- **Clear** (e.g. behaviors are clearly define; criteria for rewards is stated)
- **Pro-active** (e.g. student controls outcome; prevents the occurrence of problem behaviors)
- **Motivating** (e.g. tokens, points, praise, tangibles, edibles, etc.)
- **Ongoing** (e.g. makes changes as needed; meets frequently)

A GOOD behavior plan is...

- Team approach
- Focus on the positives
- Punishment- develop a systematic description of the punishment
 - provide a warning signal prior to implementing the punishment
 - duration and method
 - non- emotional fashion
 - provide positive reinforcement for appropriate behaviors after punishment

Problems with Disciplinary Action for Students with ASD

- Disciplinary action doesn't teach new skills
- Not all disciplinary action reduces occurrence of the inappropriate behavior
- Reactive disciplinary action can trigger more inappropriate behavior
 - low coping skills

Time Out

- Time out **IS** a break from activity
- The reinforcer for escape behavior is a break from work
- Giving a break following behaviors that serve to escape work actually strengths those behaviors
- Why it might not work
 - *If you use this during work or other nonpreferred activities*
 - *If you deliver attention*
 - *If child can interact with others*
 - *If there are no clear rules about what leads to time out*
 - *Inconsistency*

A GOOD behavior plan is...

- Change the antecedents
- Change instruction- teach appropriate behaviors, communication, academics and social skills
- Stop reinforcing inappropriate behaviors-(*any attention may be better than no attention*)
- Reinforce appropriate behaviors

Reinforcement

- Primary - tangibles, edibles, preferred activities, sensory input
- Social - verbal praise, touching, tickling, hugs

Reinforcement is in the eye of the "student"
not the teacher

Reinforcer Sampling- do it often / think novelty



Reinforcement

- 4 positive to 1 negative
- Always pair social R+ with tangible
- Label explicitly
 - I like the way you did ... vs. Good job
- Differential reinforcement- higher level of R+ for independent response
- Chains of inappropriate behavior
 - Wrong to right (wait 20 seconds)



Why isn't the reinforcer working?

Is it really a reinforcer?

Satiation (bored of it)

Imediacy (takes too long to get it)

Not enough of it

Got it anyway

SING!



Understanding the Function

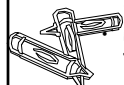
Once you have identified the function:

- Is there a more appropriate way for the student to achieve the same goal?
- How will I need to teach the skill to the student?
- How will I assure that the new behavior is more effective and efficient than the old, undesired behavior?
- Easier Connections
 - 1 Behavior = 1 Function
 - Multiple Behaviors = 1 Function
- More Difficult Connections
 - 1 Behavior = Multiple Functions
 - Multiple Behaviors = Multiple Functions



Attention Strategies

- Verbal vs. Physical Attention
- Reinforce (R+) them for being good
- Teach the child an appropriate way to get attention- *switch calling teacher*
- Only reinforce the method being taught not inappropriate behavior
- Ignore and redirect silently- get them on task for 20 seconds then R+
- Scheduled Attention- Adult or peer attention is made available on some type of schedule.
- Change location- Place student in close proximity to staff
- Provide Preferred Activities during time when you can not provide attention



Escape Strategies

- Increase use of visual supports
- Shorten activities
- Slow down lesson / change task difficulty
- Teach to request for a break / help
- Use hands on activities- areas of interests
- Tutor /remediate
- Build in choices- give them the power-control
- Increase Student Preference/Interest- incorporate student hobbies/interests into activities
- Use behavioral momentum- present easy requests prior to difficult request - "Yes Chain"
- Increase predictability- Provide cues for upcoming change in activities



Tangible Suggestions

- Clarify rules
- Build in opportunities for the item into class schedule
- Develop routines
- First work, then break
- Teach appropriate requesting skills for the desired item
- Reinforce appropriate request
- Use desired items to assist with instruction
- Provide a warning- indicate that activity is about to end... 5 minutes, 3 minutes
- Schedule a transitional activity- schedule a moderately preferred activity between highly preferred and highly non-preferred activities.

Sensory Suggestions

- Fill environment with interesting and stimulating activities that provide similar reinforcement
 - back rubs, vibrating tube, tickle game
- Structured, scheduled sensory diet
- Allow for breaks to move- put up items, sharpen pencil
- Opportunities for instruction/work in different settings
 - on the floor, sitting standing

Control Suggestions

- Does the behavior occur when told "No" or "Stop"?
- Does the behavior occur when teacher is delivering an instruction to the student?
- Characteristic of ASD
 - Like things the same
 - Don't like change
 - Repetitive behavior
- Build in choices- give them the power-control
- The rule is ...
- Routines / Advanced organizers
- Social stories
- Slight differences

Communication Strategies

- Receptive- Input / Task demands
 - Visual supports- aided language input
 - Teach the skill
 - Be aware of developmental level
 - Clear, Simple Language
 - Systematic Prompting (Tell, Show, Do)
- Expressive -No output system in place
 - Develop a way to communicate with SLP
 - Model system for the child
 - Direct teaching of how to use the system

Stranger Test?

- Do they initiate communication?
 - *Sammy and sign language*
- Do they have an effective, spontaneous, functional way to communicate?
 - Request item or attention
 - Seek assistance/help
 - End activity/ finish
 - Protest/reject

Intervention Plan

- Not merely decreasing or eliminating behaviors
- Focus should be on replacing problem behavior with appropriate alternative or replacement behaviors resulting in the same or similar consequences
- Change for all- teacher and child

Using Positive Behavior Charts/ Point Sheets

- Positive Behavior charts allow students to see how close they are to earning a reward.
- Instead of getting the reward straight away they get a puzzle piece, color a box, or receive points. When they fill up their chart they can exchange it for a reward.



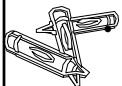
Tips

- Never suggest a child to do something; (let's put the toys away)
- Directions are positive and clear
- Tell, Show, Do Prompting
- Close proximity when giving directions-no more than 3 feet away
- Two directions only- keep it simple
- Reduce teacher talk



Tips

- Visual cue card-
 - wait card, walk, sit
- Count down 5-4-3-2-1
- Clear Rules Review
- Video taping / tape recorder
- Chip system



Tips

- 1,2,3 strikes your out
- First work, then break
- Develop communication
- Consistency with team-same language
- Parental input
- Sensory diet



Step 3:

Determine if the Behavior Intervention Plan is working!

Is it Working?

- This is **NOT** an overnight process.
- Prepare for the behavior to **GET WORSE** before it gets better
- Monitor the plan for **AT LEAST** 2-3 weeks before changing the intervention
- **CONTINUE** to collect data to monitor effectiveness
- Examine **ALL AREAS** of the plan (preventative strategies, alternative consequences, motivators/rewards, etc.) to determine if modifications are needed
- **CHANGE THE INTERVENTION** if data collection shows there is no improvement in the problematic behaviors